



Graduate Course Assignment – SDACTE 2019

"Learning That Works for South Dakota 2019"

July 28-30, 2019

READ this entire document carefully and follow directions for registration and completing the requirements for credit.

Instructor:

Nicole A. Graves, Ph.D., CFCS-HDFS
Assistant Professor

Office Phone: (605) 688-6484
E-mail: nicole.graves@sdstate.edu

NOTE: Participants need to register for these workshops and make payment of \$45 on-line. Please register ON-LINE, before the conference if possible; however, registration can occur at conference as the final enrollment date for registration is Tuesday, July 30th. ALL assignments are due NO LATER than Friday, August 2nd (11:59 pm)

Directions for Registration:

Participants now have the opportunity to register for these workshops on-line. This is the safest and most preferred method. Go directly to <http://reach.usiouxfalls.edu> and search for "SDACTE" and the approved courses will be displayed. Payment must be made by e-check, credit or debit card.

For those registering by check or cash, participants can download the off-campus registration form from <http://reach.usiouxfalls.edu> (found under Policies & Information) and submit to Stacy Sandholm, USD Director of Workshops & Continuing Education. The cost per credit hour for an off-campus graduate or undergraduate workshop through the University of Sioux Falls is \$45.

Transcripts: USF will not issue a grade report to each participant; however, participants can request a transcript free of charge by downloading a transcript request form from www.usiouxfalls.edu. Transcripts should be available sometime in September 2019.

Objectives for the course:

1. Provide professionally engaging, meaningful learning opportunities for prospective and current Career & Technical Educators.
2. Offer opportunities for CTE teachers to network with and inspire one another through active professional involvement.
3. Encourage CTE teachers to learn, analyze, and plan to apply new teaching practices and approaches that will strengthen them as educators.

Assignments:

Students enrolled in the course must complete two primary assignments, described below.

1. Log of Conference Sessions/Workshops: (15 points)

Using the document provided with this handout, students must keep an accurate, detailed record of the sessions/workshops they attend during conference. Each session must be "signed off on" by course instructor (Dr. Graves), division officer, OR the session presenter at the Round Table sessions. Please do NOT ask keynote speakers to sign off. Dr. Graves will be at the large group sessions to sign off. This log must be complete and turned in to Dr. Graves at the conclusion of the conference (Celebrate CTE session) on **Tuesday, July 30th @ 3:30 pm**.

****Plan your conference schedule carefully to ensure that you will meet the 15 hour requirement for earning 1 credit. The hours include Opening Session, Roundtable sessions, Tours/In-Depth Sessions, Cluster/Division Time, Networking/Working Luncheons, Breakout Sessions. Each of the hours counted must include educational experiences. Note: The Trade Show and Banquets/Socials do NOT count toward the 15 hours requirement, with the**

exception of 1 hour of the Kick-Off Event on Sunday night if you participate in the Scavenger Hunt activity.

2. Reflection/Implementation Plan Paper: (50 points)

After reflecting on the conference sessions/workshops attended at the 2019 South Dakota Career and Technical Education Conference, students must complete a 3-5 page written reflection paper, highlighting the aspects of conference that were most beneficial to their career as a CTE teacher in the coming year. Specifically, they must identify three key “take-away” messages (from a keynote session and/or breakout workshop) and indicate how their instructional program or teaching philosophy/practices will be impacted as a result. Measurable outcomes that document the impact must be included. The final paper, in a Word document format, must be submitted no later than **Friday, August 2nd 2019** to nicole.graves@sdstate.edu . **NO exceptions.** Dr. Graves does read and score all of the papers; if you want yours returned to you with her comments, please indicate that when you send in your paper to her.

*In addition to these requirement, you are highly encouraged to complete the conference evaluation that is sent via e-mail following the conference.

Grading Scale:

A: 90% and above

B: 80 – 89%

C: 70 – 79%

F: Below 70%

Reflection Evaluation Rubric

Rubric for Written Narrative				
Criteria	Distinguished (9-10)	Proficient (6-8)	Basic (4-5)	Unacceptable (1-2)
Relevance of workshops/sessions highlighted	Relevance is apparent. Clear evidence to support the importance of topics that will be discussed.	A good attempt is made as to why the topic is pertinent but may be slightly unclear, or lacking in insight.	May be unclear (contain many vague terms), appear unoriginal, or lack explanation).	No connection between workshops/sessions attended and respective content area.
Description of Take-Away Messages (x 2 = 20 points)	More than 3 clear examples of take-away messages gained from participating in this professional development; material well addressed; depth of coverage without being redundant.	At least 3 key take-away messages described and explained with sufficient clarity and depth. Clear benefit to participant by completing professional development.	Only 2 key take-away messages are included and described and/or insufficient depth of explanation.	1 or no take-away messages described and explained. Reader is unsure of what participant gained from completion of professional development.
Impact of Learning	Clearly and articulately expressed the impact of professional development on instructional program and/or teaching philosophy and strategies. Evidence provided that indicate positive outcomes will result.	Described the intended impact of professional development on instructional program and/or teaching philosophy and strategies. Evident that useful information has been gained and there is a plan in place for incorporating it.	Vague or poorly described outcomes of professional development on instructional program and/or teaching philosophy and strategies.	No information on desired impacts on instructional program and/or teaching philosophy and strategies were included.
Mechanics: Organization, Grammar, Spelling, etc.	The ideas are arranged logically. Transitions link paragraphs. Consistently professional and appropriate. Free of grammatical and writing errors.	The ideas are arranged logically to support the central purpose. Transitions usually link paragraphs. Generally professional and appropriate. A few grammatical and writing errors; not major distractions to reader.	In general, ideas are arranged logically, but sometimes ideas fail to make sense together. Not consistently professional or appropriate. Several grammatical and writing errors; the reader is distracted.	Ideas are not logically organized. Frequently, ideas fail to make sense together. Not professional or appropriate. Pattern of ungrammatical writing; There are so many errors that meaning is obscured and reader confused.

SDACTE College Credit Log of Sessions

Turn this sheet in to **Nicole A. Graves** prior to leaving the conference.

EDU_SDACTE.5 Learning that Works for SD 2019

Undergraduate credit section **EDU198F.1** Graduate credit section **EDU545D.1**

July 28-30 1 cr. Mitchell, SD

Name _____ School _____

Listing of conference sessions and workshops attended. A minimum of 15 hours must be attended over a period of two days.

Date	Time	Signature/Initial	Session
<i>Example:</i>			
<i>(July 29)</i>	<i>(8:30-10:00)</i>	<i>(officer/presenter)</i>	<i>(SDACTE Opening Session)</i>
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Total # of hours documented: _____